

Application of Acrostic Techniques to Improve Poetry Writing Ability by UMN Al-Washliyah Students in The Literature Appreciation Course for Elementary Children

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ABSTRACT

The background to this research is the students' lack of understanding of the concept of poetry so that poetry writing tends to be written in the form of stories with paragraphs. These findings show that students' ability to write poetry at school is still low. This research aims to improve the ability of students in the Primary School Teacher Education Study Program Semester 4 V at Al Washliyah Muslim Nusantara University in writing poetry using the acrostic technique. The research was carried out using classroom action procedures (PTK). Data collection techniques use observation and test techniques. This research is Classroom Action Research (PTK) where the assessment is cyclical consisting of 4 stages, namely: (1) planning, (2) implementation, (3) observation and (4) reflection. The sample in the research here is all 4V semester students totaling 39 people. The research results show that the ability of students in the fourth semester of the Teacher Education Study Program in writing poetry in the pretest obtained a score of 60.10 and a completeness level of 16%. In the first cycle they obtained an average score of 64.72 and a completeness level of 49%. In cycle II the average score was 83.90 and the level of learning completeness was 92%. From the results of this analysis, it was concluded that the ability to write poetry using the acrostic technique of students in the fourth semester of the FKIP Elementary School Teacher Education Study Program increased. Based on the criteria for classical learning completeness, this learning has achieved the target of classical learning completeness. In other words, this acrostic technique helps students convey ideas, thoughts and feelings through imagination in the form of poetry.

Keywords: Application, Acrostic Tehcniques, Improve Poetry, UMN Al-Washliyah, Students, Elementary Children

1. INTRODUCTION

The Ministry of Education and Culture (Kemdikbud) of the Republic of Indonesia formulated that the 21st century learning paradigm emphasizes students' ability to find out from various sources, formulate problems, think analytically and work together and collaborate in solving problems. To achieve this goal, the Ministry of Education and Culture has adapted three 21st century education concepts to develop the curriculum for Elementary School (SD), Middle School (SMP), High School (SMA), and Vocational High School (SMK). These three concepts are: 21st century skills, scientific approach and authentic learning and authentic assessment which are then adapted to develop education towards a Creative Indonesia in 2045. Learning Indonesian in elementary school Of course, it is directed at improving students' ability to communicate well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people. Therefore, learning Indonesian in elementary schools also includes learning literature.

Literary appreciation learning is essentially an effort to instill in students a sense of sensitivity towards literary tastes. The teaching of literary appreciation delivered by teachers to students should be able to change students' attitudes from indifference to being more sympathetic towards literature. Because the literary material presented is not just a representation of life

(Imitation of life) but an interpretation of life. Thus, literary works must be understood as phenomena that do not merely satisfy emotions but spark ideas and thoughts. Literary works as one of human needs offer a beautiful framework of humanity towards the perfection of life.

In essence, learning Indonesian is teaching students good and correct Indonesian language skills according to its purpose and function. One of the aims of Indonesian language subjects in schools according to [1] is for students to enjoy and utilize literary works to broaden their horizons, character, and improve their knowledge and language skills, and to appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people. Thus, literature is an inseparable part of Indonesian language teaching as stated in the curriculum. As the goal of national education requires achieving a balance between physical and spiritual dimensions in students, the process of education, introduction and understanding of literature will be able to enrich humans as individuals in continuous dialogue with the human world and humanity. In this context, literature has the potential to be a transmitter of various values and become a source of inspiration about virtue and wisdom.

Based on this statement, teaching literature, if carried out with the right techniques and strategies, will be very useful in increasing knowledge, developing creativity and taste, as well as supporting the formation of students' character and character in facing various real problems in society [2]. Writing poetry is one of the basic competencies established in Indonesian language teaching starting from elementary, middle and high school levels. Through this competency, students are expected to be able to express thoughts and feelings in poetry [3]. This literary appreciation course can be a start where they must be able to express their feelings through literary works in the form of poetry [4]. The goal is that students will eventually be proficient in writing poetry which will later become a provision for them to apply in the learning process when becoming a teacher [5]. Where in the era of the 21st century, we are expected to be educators who are able to teach and manage classroom activities effectively, but are also required to be able to build effective relationships with students and the school community using technology to support improving the quality of teaching as well as carrying out continuous reflection and improvement. Apart from that, it is also competitive in terms of understanding, knowledge and technology [6].

Through poetry, students are expected to be able to express thoughts and feelings aesthetically, including conveying social criticism [7]. Even though it has been stipulated in the curriculum regarding teaching literature, cases are often still encountered in class regarding students' difficulties in exploring ideas [8]. The learning implemented by lecturers is quite innovative by implementing cooperative learning models in teaching. However, students' ability to write poetry still experiences problems [9]. The obstacles faced by these students were encountered when researchers conducted a preliminary study at UMN Al Washliyah, especially PGSD students in the literature appreciation course [10], [11].

These competency standards are the basis for students to understand and respond to local, regional, national and global situations. Competency standards for Indonesian language subjects were formulated because they are expected to be able to enable: (1) students to develop their potential in accordance with their abilities, needs and interests, and to foster appreciation for the literary works and intellectual output of their own nation, (2) teachers can focus their attention. to the development of students' language competence by providing various language activities, (3) teachers are more independent and free in determining language teaching materials according to the

conditions of the school environment and the abilities of their students, (4) parents and the community can be actively involved in implementing language programs in schools, (5) schools can develop language education programs according to students' conditions with available learning resources, and (6) regions can determine language learning materials and resources according to regional specific conditions while still paying attention to national interests. which requires a balance between physical and spiritual dimensions in students, then the process of education, introduction and understanding of literature will be able to enrich humans as individuals in continuous dialogue with the human world and humanity. In this context, literature has the potential to be a transmitter of various values and become a source of inspiration about virtue and wisdom.

The obstacles that researchers observed in the field were (1) students' limitations in developing ideas into poetry because they had minimal diction and thought that poetry had to be made using diction in the form of difficult poems, (2) students found it difficult to find ideas, and (3) students tend to be fixated on determining the title first before writing poetry, while they still feel confused in determining a title. These obstacles are technical obstacles experienced by students. Apart from that, the problem of their conceptual understanding of poetry is still minimal so poetry writing tends to be in the form of stories with paragraphs. These findings show that students' ability to write poetry at school is still low. For this reason, this case was then used as the focus of this research. Facing the reality of writing poetry for students who still experience these obstacles, a solution is needed to overcome them. Teachers can use various methods, techniques or modeling to overcome the problems experienced by these students. In this research, the author uses the acrostic technique as an alternative problem solving based on cases encountered in class based on observations. This acrostic poem is suitable for use among students because acrostic poetry tends to be simple so it helps students as beginners in writing poetry. Acrostic techniques can help students overcome the technical problems they face.

The effectiveness of using the acrostic technique in improving the ability to write poetry has been proven by previous researchers, namely Herawati (2010) who conducted experimental research using the acrostic technique. The results of his research show that the acrostic technique is effective in teaching poetry. This can be seen from the data findings regarding students' poetry writing abilities which are higher when using the acrostic technique compared to students who do not use the acrostic technique. [12]in his research also found that the use of acrostic strategies in learning to write poetry can show positive results. The results of this research indicate that the acrostic technique is a reliable technique and can be used to improve students' poetry writing skills. These results are the basis for implementing this action research. Based on this description, this classroom action research aims to describe improving the process and results of learning to write poetry using the acrostic technique.

2. LITERATURE REVIEW

2.1 *First Literature (10pt)*

According to Lerner, as quoted by Abdurrahman, writing is expressing ideas into a visual form. Meanwhile, Soemarmo Markam, as quoted by Abdurrahman, explained that writing is expressing language in the form of pictorial symbols. Writing skills are a developmental process that requires experience, time, practice, skills and direct

teaching to become a writer. So, writing skills are physical activities of making letters, numbers or creating ideas as a form of one's motor skills (10 pt)

2.2 *Second Literature*

Poetry in the Big Indonesian Dictionary is a variety of literature whose language is bound by rhythm, meter, rhyme, as well as the arrangement of lines and stanzas. Rahmat Djoko Pradopo defines poetry as a bound composition. The limitations of poetry are based on (1) many lines in each stanza, (2) many words in each line, (3) many syllables in each line, (4) rhyme, and (5) rhythm. Pradopo (2014:7) states that poetry expresses thoughts that arouse feelings, which stimulate the imagination of the five senses in a rhythmic arrangement. All of this is something important, which is recorded and expressed, expressed in an interesting and impressive way. According to Wardoyo (2013:20) poetry is an experience of imagination and something memorable that is written as a person's expression using indirect language. This means that poetry is written by someone as a form of expression using indirect language and is a result of experience, imagination or something that is memorable in himself. Kosasih (2012:97) further stated that poetry is a form of literary work that uses beautiful words and is rich in meaning. The beauty of poetry is caused by the diction, figure of speech, rhyme and rhythm contained in the literary work. In line with Duston's opinion (quoted by Pradopo 2014: 6) poetry is concrete and artistic human thought in emotional and rhythmic language.

2.3 *Third Literature*

The word acrostic comes from the French word *acrostiche* and from Greek, namely *akrostichis*, which means a poem in which the initial letters of the lines form one or several words (Sudibyo, 2008:1). The meaning of acrostic according to several opinions is as follows.

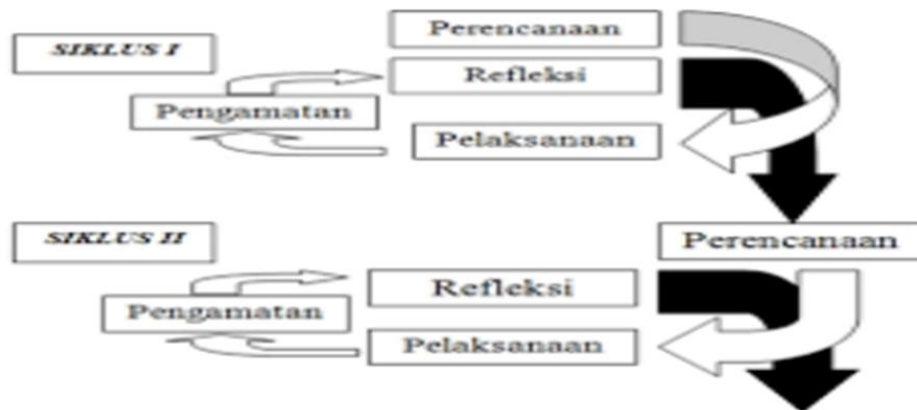
- 1) According to Sutisno, an acrostic is the use of each first letter of a group of words and other syllables to form a sentence.
- 2) According to Bill Lucas, an acrostic is a poem or arrangement of words in which all the initial or final letters of each line are a word or proper name that is used to remember something else.
- 3) According to Mario Seto, an acrostic is a word that uses the first letter to create a phrase to help remember a list.
- 4) According to Deasy, acrostics is remembering by taking the first letter of each word to be remembered.
- 5) According to Markowitz, an acrostic is an arrangement of words that does not always use the first letter and does not always produce an abbreviation in the form of one word. The information remembered in an acrostic can be in the form of a sentence or certain phrase.

From several opinions about technique acrostic above, it can be concluded that the acrostic technique is a method used by teachers to make it easier for students to remember the material being taught. Namely by taking or using the initial, middle or final letters in a particular word. For example, to remember the order of the colors of the rainbow, the acrostic technique is used, namely *Mejikuhibiniu*, which is composed

of the vocabulary of the colors of the rainbow: red, orange, yellow, green, indigo, and purple.

3. RESEARCH METHOD

This research is action research and the research design used is a classroom action research design. The research design according to Arikunto (2006:16) consists of action cycles, each cycle consisting of planning, acting, observation and reflection stages. The following describes a model for classroom action research that will be used as a cycle in research.



1. Planning (planning)

The initial activity carried out by the researcher was consultation with PGSD Lecturers at Al Washliyah Muslim Nusantara University and preparing a lecture plan. Then create worksheets as student activities in class and prepare learning outcomes tests as a tool to collect data about student learning outcomes.

2. Implementation (action)

The author carries out tests to determine students' initial knowledge. After that, learning begins by introducing poetry material that is easy to understand in the lessons given.

3. Observation (observation)

Observations were carried out by researchers during the learning process. Observations were carried out to see students' activities in carrying out assignments by following the methods presented by the lecturer in the learning process.

4. Reflection (reflection)

At the end of cycle 1, a reflection was carried out on the results obtained by the researcher through the activity of concluding the material for the elementary school literature appreciation course

Cycle II

1. Planning (Planning)

In the second cycle, it is planned to re-implement the cycle 1 program by first identifying what weaknesses the students have.

2. Implementation (action)

After knowing the weaknesses that exist in students, researchers carry out remedial programs for students who have these weaknesses.

3. Observation (Observations)

As in cycle 1, observations were carried out by researchers to see changes that occurred in students in learning.

4. Reflection (Reflections)

Reflection is carried out at the end of the 2nd cycle given the learning outcomes test questions.

4. RESULTS AND DISCUSSION

The data described is the application of the acrostic technique to improve the ability to write poetry by UMN Al Washliyah students in the elementary school children's literature appreciation course at Al Washliyah Muslim Archipelago University in 2022-2023. The research was conducted using Classroom Action Research (PTK) which used certain actions in two cycles (cycle 1 and cycle 2). However, before carrying out cycle 1 and cycle 2, the researcher first carried out an initial test (pretest). The following is a tabulation of the data obtained based on the initial test results as shown in the table below:

Table 1. Pretest Tabulation

NO	RESPONDENT	LINE	SAY	SYLLABLES	RIMA	RHYTHM	TOTAL
1	Respondent 01	3	3	3	2	2	13
2	Respondent 02	3	3	2	2	3	13
3	Respondent 03	3	4	2	2	2	13
4	Respondent 04	3	3	2	1	1	10
5	Respondent 05	3	3	3	2	1	12
6	Respondent 06	3	3	3	2	1	12
7	Respondent 07	3	2	2	2	1	10
8	Respondent 08	3	2	2	2	2	11
9	Respondent 09	3	3	3	1	1	11
10	Respondent 10	4	4	3	3	3	17
11	Respondent 11	4	4	3	3	3	17
12	Respondent 12	4	4	3	4	4	19
13	Respondent 13	3	4	3	4	4	18
14	Respondent 14	4	4	4	4	3	19
15	Respondent 15	4	4	4	4	4	20
16	Respondent 16	4	3	3	3	4	17
17	Respondent 17	3	3	3	3	3	15
18	Respondent 18	4	4	3	3	3	17
19	Respondent 19	3	3	3	3	3	15
20	Respondent 20	4	4	3	1	2	14
21	Respondent 21	3	3	3	2	2	13
22	Respondent 22	4	4	3	1	2	14
23	Respondent 23	3	3	3	2	2	13
24	Respondent 24	4	4	3	1	2	14
25	Respondent 25	3	3	3	3	3	15

26	Respondent 26	4	4	3	3	3	17
27	Respondent 27	5	5	5	4	3	22
28	Respondent 28	2	3	3	2	3	13
29	Respondent 29	4	4	4	2	3	17
30	Respondent 30	4	4	4	2	4	18
31	Respondent 31	3	3	3	2	2	13
32	Respondent 32	4	4	3	2	2	15
33	Respondent 33	3	3	3	2	2	13
34	Respondent 34	4	4	3	3	2	16
35	Respondent 35	3	3	3	3	2	14
36	Respondent 36	4	4	3	3	3	17
37	Respondent 37	4	4	3	3	3	17
38	Respondent 38	3	3	3	3	3	15
39	Respondent 39	4	4	3	3	3	17
	amount	136	136	118	97	99	586

After carrying out initial tests on 4V PGSD UMNAW semester students, the results were obtained that students' ability to write poetry shows that 1 student was able (successful) very well with a percentage of 3% and 5 students with good grades with a percentage of 13%, while 33 students with good grades with a percentage of 84%. This shows that the level of students' ability in Writing poetry using the acrostic technique is still quite enough.

Table 2. Cycle 1 Data Tabulation

No	Respondent	Line	Say	Syllables	Rima	Rhythm	Total
1	Respondent 01	3	5	5	4	4	21
2	Respondent 02	5	5	3	3	3	19
3	Respondent 03	4	4	4	3	3	18
4	Respondent 04	2	3	3	3	3	14
5	Respondent 05	2	2	3	1	1	9
6	Respondent 06	3	2	3	1	1	10
7	Respondent 07	3	5	5	4	4	21
8	Respondent 08	5	5	3	3	3	19
9	Respondent 09	4	4	4	3	3	18
10	Respondent 10	2	3	3	3	3	14
11	Respondent 11	2	3	3	3	3	14
12	Respondent 12	3	5	5	4	4	21
13	Respondent 13	5	5	3	3	3	19
14	Respondent 14	4	4	4	3	3	18
15	Respondent 15	2	3	3	3	3	14

16	Respondent 16	2	3	3	3	3	14
17	Respondent 17	2	3	3	3	3	14
18	Respondent 18	2	3	3	3	3	14
19	Respondent 19	3	5	5	4	4	21
20	Respondent 20	5	5	3	3	3	19
21	Respondent 21	4	4	4	3	3	18
22	Respondent 22	3	5	5	4	4	21
23	Respondent 23	5	5	3	2	1	16
24	Respondent 24	2	3	3	3	1	12
25	Respondent 25	2	3	3	3	3	14
26	Respondent 26	2	3	3	3	3	14
27	Respondent 27	2	3	3	2	1	11
28	Respondent 28	2	3	3	3	3	14
29	Respondent 29	2	3	3	3	1	12
30	Respondent 30	4	5	4	4	4	21
31	Respondent 31	3	4	4	3	4	18
32	Respondent 32	4	3	5	3	4	19
33	Respondent 33	4	3	3	3	4	17
34	Respondent 34	2	3	3	1	2	11
35	Respondent 35	2	3	2	1	1	9
36	Respondent 36	2	3	5	5	4	19
37	Respondent 37	2	5	5	3	3	18
38	Respondent 38	2	4	4	4	3	17
39	Respondent 39	2	3	5	5	4	19
	amount	114	145	141	118	113	631

After carrying out the 1st cycle test on 4V semester PGSD UMNAW students, it turned out that 2524 students' ability to write poetry showed that 19 students were able (successful) well with a percentage of 49% and 15 students with sufficient scores with a percentage of 38% while the score was poor. good as 5 with a percentage of 13%. This shows that the level of student ability in writing poetry using the acrostric technique is 65, which is still considered sufficient.

Table 3. Cycle II Data Tabulation

NO	RESPONDENT	LINE	SAY	SYLLABLES	RIMA	RHYTHM	TOTAL
1	Respondent 01	5	5	5	4	4	23
2	Respondent 02	5	5	3	5	5	23
3	Respondent 03	4	4	4	4	4	20
4	Respondent 04	2	4	4	4	3	17
5	Respondent 05	4	4	3	4	3	18
6	Respondent 06	4	4	3	3	3	17

7	Respondent 07	4	5	5	4	4	22
8	Respondent 08	5	5	4	4	4	22
9	Respondent 09	4	4	4	3	3	18
10	Respondent 10	5	4	3	3	3	18
11	Respondent 11	5	5	4	4	3	21
12	Respondent 12	5	5	5	4	4	23
13	Respondent 13	5	5	4	4	4	22
14	Respondent 14	5	5	5	5	3	23
15	Respondent 15	5	5	5	4	4	23
16	Respondent 16	5	4	4	4	4	21
17	Respondent 17	5	5	5	4	4	23
18	Respondent 18	5	4	5	5	4	23
19	Respondent 19	4	5	5	4	4	22
20	Respondent 20	5	5	4	4	4	22
21	Respondent 21	5	4	4	4	4	21
22	Respondent 22	3	5	5	4	4	21
23	Respondent 23	5	5	4	4	4	22
24	Respondent 24	5	5	4	4	4	22
25	Respondent 25	4	4	4	4	4	20
26	Respondent 26	5	5	5	4	4	23
27	Respondent 27	5	5	5	4	3	22
28	Respondent 28	2	3	3	3	3	14
29	Respondent 29	4	4	4	4	3	19
30	Respondent 30	4	4	4	4	4	20
31	Respondent 31	5	5	4	5	4	23
32	Respondent 32	4	4	5	3	4	20
33	Respondent 33	4	4	3	3	4	18
34	Respondent 34	4	4	4	4	3	19
35	Respondent 35	5	5	4	4	4	22
36	Respondent 36	4	4	4	5	5	22
37	Respondent 37	4	5	5	4	4	22
38	Respondent 38	5	5	5	5	4	24
39	Respondent 39	5	4	5	5	4	23
	amount	173	176	165	157	147	818

After carrying out the second cycle test on 4V semester PGSD UMNAW students, it turned out that 3272 results were obtained that the students' ability to write poetry showed that 23 students were able (successful) very well with a percentage of 59% and 13 students with good grades with a percentage of 33% while the 3 is enough with a percentage of 8%. This shows that the level of student ability in writing poetry using the acrostic technique is 84, which is still relatively good.

Thus, it can be concluded that in this research, in the initial test, students had a total number 2344 with an average score of 60 per student, this is included in the sufficient category, whereas in cycle 1 the total assessment was 2524 with an average score of 85 students in the sufficient category, while in cycle II there was an increase seen where the total number was 3272 with an average of 84, so it can be concluded that it is in the good category.

Table 4. Student Learning Results Before and After the Cycle

No	Learning outcomes	Average value	% Mastery learning
1	Pretest	60.10	16%
2	Cycle I	64.72	49%
3	Cycle II	83.90	92%

CONCLUSION

This poem was written carefully so that we are invited to delve into life and find the meaning behind the romance of twilight and the beauty of nature. Acrostics are a window into deep meaning, not just technique. When the sun sets, we are also taken through an inner journey full of meaning, leaving behind deep memories. In conclusion, this poem written using the acrostic technique teaches us that beauty is not only on the surface; it is in every letter that creates words and in every word that contains a life story.

This literary appreciation course can be a start where they must be able to express their feelings through literary works in the form of poetry. The goal is that students will eventually be proficient in writing poetry which will later become a provision for them to apply in the learning process when becoming a teacher.

This research is Classroom Action Research (PTK) where the assessment is cyclical consisting of 4 stages, namely: (1) planning, (2) implementation, (3) observation and (4) reflection. The results of the research showed that the ability of students in the fourth semester of the Teacher Education Study Program in writing poetry in the first cycle obtained an average score of 70 and a level of completion of 65%. In cycle II the average score was 80 and the level of learning completeness was 84%. The increase in poetry writing skills test scores covers all aspects used as assessment criteria with an average increase from cycle I (65%) to cycle II (84%) meaning an increase of 19%. In cycle 1, the aspect of assessing the ability to write poetry, the pretest assessment criteria, were 19 people with a good score with a completeness level of 48.71% and in the fair category there were 15 people with a completeness level of 38.46%, while in the less good category there were 5 people with a complete level. 12.8%. The results of observations from the second cycle of the assessment aspects of poetry writing ability, the pretest assessment criteria, were 23 people with a very good score with a completeness level of 59% and in the good category there were 13 people with a completeness level of 33%, while in the fair category there were 3 people with completion level 8%. From the results of this analysis, it was concluded that the ability to write poetry in the fourth semester of FKIP Elementary School Teacher Education Study Program increased. Based on the criteria for classical learning completeness, this learning has achieved the target of classical learning completeness.

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